

# SCHOOL LIFE

*Special Supplement • October 1935*

How  
Vocational Education  
Has Helped in  
Time of Need



*Official Organ of the Office of Education*

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

# "In the Years Immediately Ahead—"

Report to the President  
by the  
Committee on Economic Security

January 15, 1935



"Education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the Nation. \* \* \*

"\* \* \* In a day and age of rapidly changing techniques and market demands, many people will find it necessary to make readjustments long after they have first entered industry. Adjustment of our educational content and technique to this situation is a vital need in a long-range program for economic security.

"In the years immediately ahead, when there is certain to be a large problem in the economic rehabilitation of so many individuals, there is a peculiar need for educational and training programs which will help these worst victims of the depression to regain self-respect and self-support. \* \* \*"

FRANCES PERKINS, *Secretary of Labor* (Chairman)

HENRY MORGENTHAU, JR.  
*Secretary of the Treasury*

HENRY A. WALLACE  
*Secretary of Agriculture*

HOMER CUMMINGS  
*Attorney General*

HARRY L. HOPKINS  
*Federal Emergency Relief  
Administrator*

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## SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

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Copies of this Supplement can be obtained from the Superintendent of Documents, Washington, D. C.

Price, 10 cents per copy

*"The greatest issues in America today  
center around the problem  
of unemployment."*

HARRY HOPKINS  
Works Progress Administrator.



## How Vocational Education Has Helped in Time of Need

THIS special supplement to SCHOOL LIFE is a product of 6 months work by many people. Here in the un-  
written words of illustrations and in compact language is the story of how vocational education has helped  
our people in time of need. Similar accounts might be presented concerning efforts of other groups of educators  
to battle against the forces of depression. The direct responsibility of the Office of Education for promotion  
of vocational education prompts this special presentation.—*Editor.*

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Cover Photograph: Unemployed Boy Learning Jewelry Making at New York Vocational School

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## Foreword

**MILLIONS UNEMPLOYED!** Like huge letters on billboards these two words—**MILLIONS UNEMPLOYED**—have confronted every American and every American institution at every turn during the past 5 years.

**MILLIONS UNEMPLOYED.**—That is the hard, inescapable fact. And with those two implacable words has gone an unwritten second line—a challenge to every American and every American institution: "What can be done about it?"



Vocational education has faced this central fact in American life during the past 5 years. Vocational education had to because those two words, **MILLIONS UNEMPLOYED**, stand like a barricade across the road to the goal of vocational education, which, in nontechnical terms, is to help individuals "to get a job, hold a job, or get a better job."

The President of the United States in signing the George-Ellzey Act making funds available for vocational education expressed the wish that the additional funds be used so far as possible *for the relief of unemployment*.

How vocational education has mustered its strength to help in the national drive to reduce unemployment is briefly reported in this special supplement. It is published to encourage renewed and unceasing efforts by vocational education in the battle against unemployment. This supplement follows up an earlier mimeographed State by State summary of vocational education and unemployment.

It is a record of which we may be justly proud. It is a record which shows that we can rely on vocational education to be a trustworthy friend to American citizens in time of need—a practical and helpful friend to help us meet many difficult personal problems created by the surging economic and social changes of our day.

*J. H. Studdchake*

*United States Commissioner of Education.*

## Camera Reports

### **1. More than 100 volunteer workers making war on weeds in a community potato field at Elwood, Ind.**

Community and individual "relief" gardens, in the planting and cultivation of which the townspeople of Elwood and the teacher and students of the vocational agriculture department have cooperated during the past 3 years, have yielded a large quantity of food for distribution to the needy, much of which has been canned.

### **2. Canning fruit, vegetables, and meats for home consumption in Leslie, Ga.**

The more than 25,000 cans of food preserved under the supervision of the vocational agriculture teacher, for home consumption, kept a number of families off relief rolls in this community. Canning centers of this type, open to relief families without charge, have been established in over 100 communities of the State and more than 2,000,000 cans of food have been prepared.

### **3. Rubber workers being retrained as silk workers in a vocational school at Williamsport, Pa.**

While this course was planned for unemployed rubber workers, and 54 such workers were trained in silk weaving, other unemployed girls and young men enrolled and were successfully trained as silk weavers.

### **4. A vocational sewing center in Athens County, Ohio.**

One of several such centers in this county, in which 100 women, sole supporters of their families, received pay for making clothing for the needy, and at the same time were given instruction in sewing, nutrition, and health.

### **5. Unemployed persons enrolled in a vocational class, building their own school in New Mexico.**

In this school these unemployed persons are now being taught native crafts—spinning, weaving, woodwork, ing, leather working—in which there is a shortage of skilled workers.

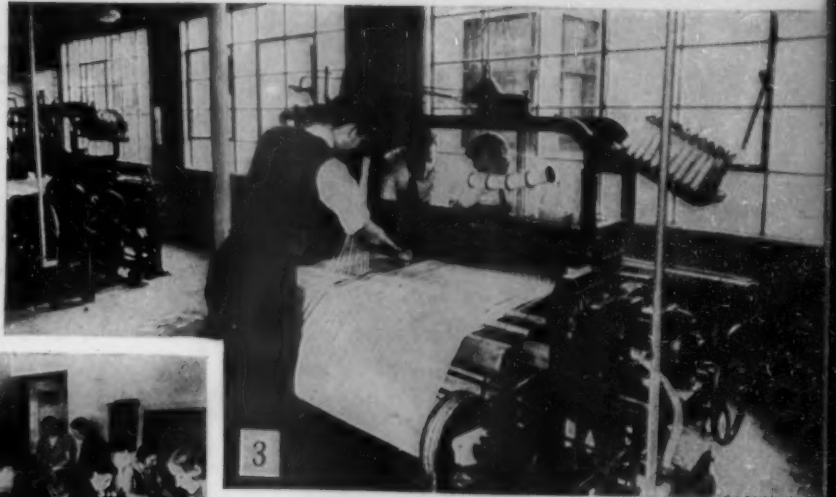
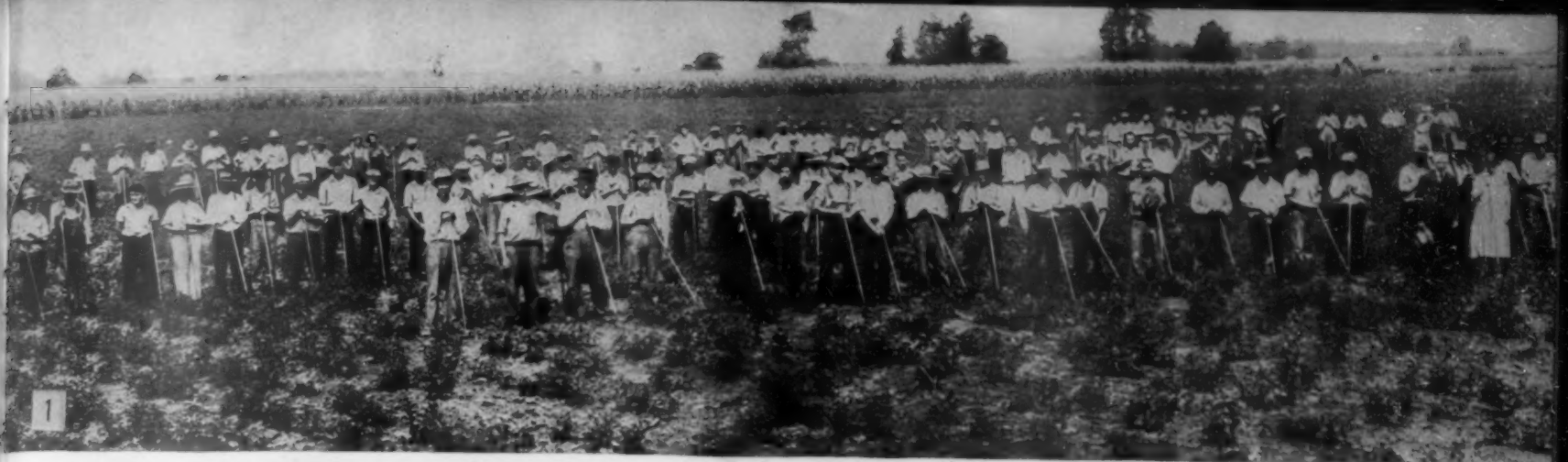
### **6. A vocational class in placer mining and prospecting for unemployed men.**

Hundreds of unemployed men in the States of Colorado, Idaho, and Oregon were enrolled in vocational classes in placer mining and prospecting, and enabled to make a living producing precious metals—a field of activity in which there is no danger of overproduction.

### **7. A class at the Washburne Continuation and Apprentice School in Chicago.**

There were not many vacant seats in this class. The "training and placing of victims of the depression" has been the most important work of this school during the past few years. Some 50 short-unit courses of from a month to 2 months duration are offered.





# The Hard Facts . . .

## . . . and what Vocational Education has done to meet them

*"The solution of the unemployment problem in America involves every major aspect of our national life."*

HARRY L. HOPKINS,  
Federal Emergency Relief Administrator.

WHO ARE unemployed? Where are they? Has vocational education done anything for the unemployed in their hour of need?

**FACT:** The Federal Emergency Relief Administration (FERA) made a study of 4,000,000 unemployed workers 16 to 64 years of age on relief rolls.

*This is what was found:*

*1,529,000 were from manufacturing or mechanical industries.*

*361,000 were from transportation and communication industries.*

*720,000 were from domestic and personal service trades.*

*146,000 were from clerical trades.*

*2,756,000 total, which is 69 percent of all workers on relief rolls.*

*There are, of course, millions of others unemployed but not on relief. Studies show that unemployment undermines the morale of a worker and his family. The longer*

*the period of unemployment the larger the odds against the worker.*

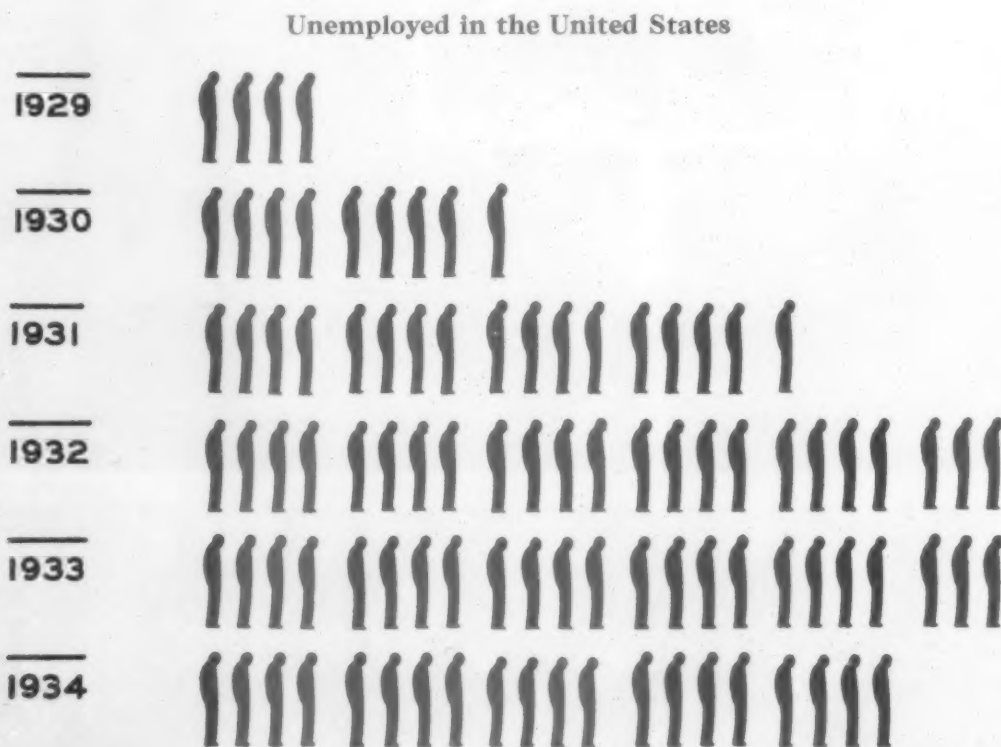
### VOCATIONAL EDUCATION HELPS THE UNEMPLOYED INDUSTRIAL WORKER—

By retraining him for a new job in his old field of employment.

By training him for a job in a new field of employment.

By finding a new job for him.

By providing instruction to safeguard his morale during unemployment and to prevent his becoming permanently unemployable.



Each figure stands for 500,000 unemployed persons.—From Report of the Committee on Economic Security, Frances Perkins, Chairman.

**FACT:** By 1932 the depression had reduced farmers' purchasing power to one-third of what it was in 1929. And yet millions of unemployed city workers returned to farms. Successive droughts west of the Mississippi drove farmers to other sections of the country. Decrease in exports of agricultural products—particularly cotton and wheat—closed markets and threatened to liquidate farmers. Emergency agricultural legislation has introduced totally new conditions in American farming.

#### VOCATIONAL EDUCATION HELPS THE FARMER:

By helping farmers through adult classes to become intelligent about the new agricultural programs; agricultural adjustment, soil-erosion control, farm financing details, rural rehabilitation programs, reforestation, and subsistence homesteads.

By aiding farmers who have lost their farms to become reestablished.

By assisting unemployed city workers going back to the farm to learn farming.

By training prospective farmers for farming under changing conditions.

By helping farm families to become self-sufficient through live-at-home programs.

**FACT:** There were 28,400,000 women homemakers in the United States in 1930. Many of these homemakers are in the families hit by the depression—in families of the unemployed workers, in the homes of distressed farmers, and in the homes of families on relief. Many more are in families not yet on relief whose incomes have nevertheless been reduced nearly to the point of dependency by the depression.

#### VOCATIONAL EDUCATION HAS HELPED HOMEMAKERS IN URBAN AND RURAL FAMILIES OF REDUCED RESOURCES—

By organizing consumer education to enable them to buy for the family economically.

By organizing nursery schools to care for the children of the unemployed.

By instructing them in the proper feeding, clothing, and health-care of the family.

By teaching them how to make over old rather than buy new garments and household articles.

By organizing community centers for canning and preserving surplus food products for themselves and for distribution to the needy.

By training unemployed girls and women for wage earning household employment.

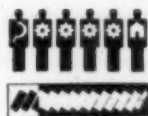
**FACT:** More than 12,000,000 young people—a number exceeding the total population of 11 far Western States—have reached the age of 18, the age of employability, since the October crash of 1929. A recent survey in one city disclosed that 1,300 out of 2,000 young persons 16 to 24 years of age seeking work were unemployed. This

#### Vocational Education: Its task, to make citizens *Employable*

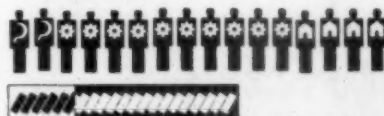
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Vocational Education Inaugurated

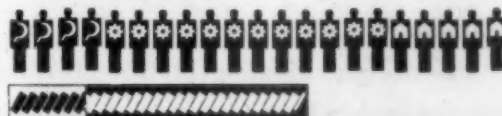
1921



1925



1929



1933



Represents 50,000 pupils in AGRICULTURAL COURSES

Represents 50,000 pupils in INDUSTRIAL COURSES

Represents 50,000 pupils in HOME ECONOMICS



Represents 1 million dollars of FEDERAL EXPENDITURES



Represents 1 million dollars of STATE & LOCAL EXPENDITURES

Courtesy of the Architectural Forum



situation is typical of the conditions elsewhere. Factories are raising the age limits at which they will admit young people. More than 3,000,000 young people out of school and out of work are threatened with demoralizing idleness. The United States faces a youth problem.

#### VOCATIONAL EDUCATION HELPS YOUTH:

By providing a type of instruction useful and interesting to boys and girls held in school by new child-labor regulations and laws.

By providing training for older youths enabling them to pursue vocational training that will help them to secure work.

By organizing instruction in part-time schools for youths 16 and over who are employed as apprentices and learners.

**FACT:** *Many millions of persons in this country are physically handicapped. They have suffered an accident in a factory or perhaps on the highway. Or some disease or congenital disability has left them handicapped. The seriousness of this situation is pointed out by the report of the Committee on Economic Security appointed by the President. To obtain employment proves difficult for physically handicapped persons. If they are married it means that the family is threatened with destitution because the disabled breadwinner cannot find work.*

#### VOCATIONAL EDUCATION HELPS THE PHYSICALLY HANDICAPPED DEPENDENT WORKER:

By finding a job adapted to his capacities, preparing him for it, and placing him in it. Forty-five States are participating in this program. Since it was initiated some 68,000 permanently disabled persons have been restored to employment. More than 37,000 other physically handicapped persons are in process of rehabilitation.

**FACT:** *To meet the national emergency the Federal Government has created more than 60 new agencies: The AAA (Agricultural Adjustment Administration), WPA (Works Progress Administration), CCC (Civilian Conservation Corps), FCA (Farm Credit Administration), etc. These new agencies are working to eliminate unem-*

*ployment or to alleviate distress produced by widespread unemployment.*

#### VOCATIONAL EDUCATION HELPS BY COOPERATING WITH NEW AND OLD GOVERNMENT AGENCIES:

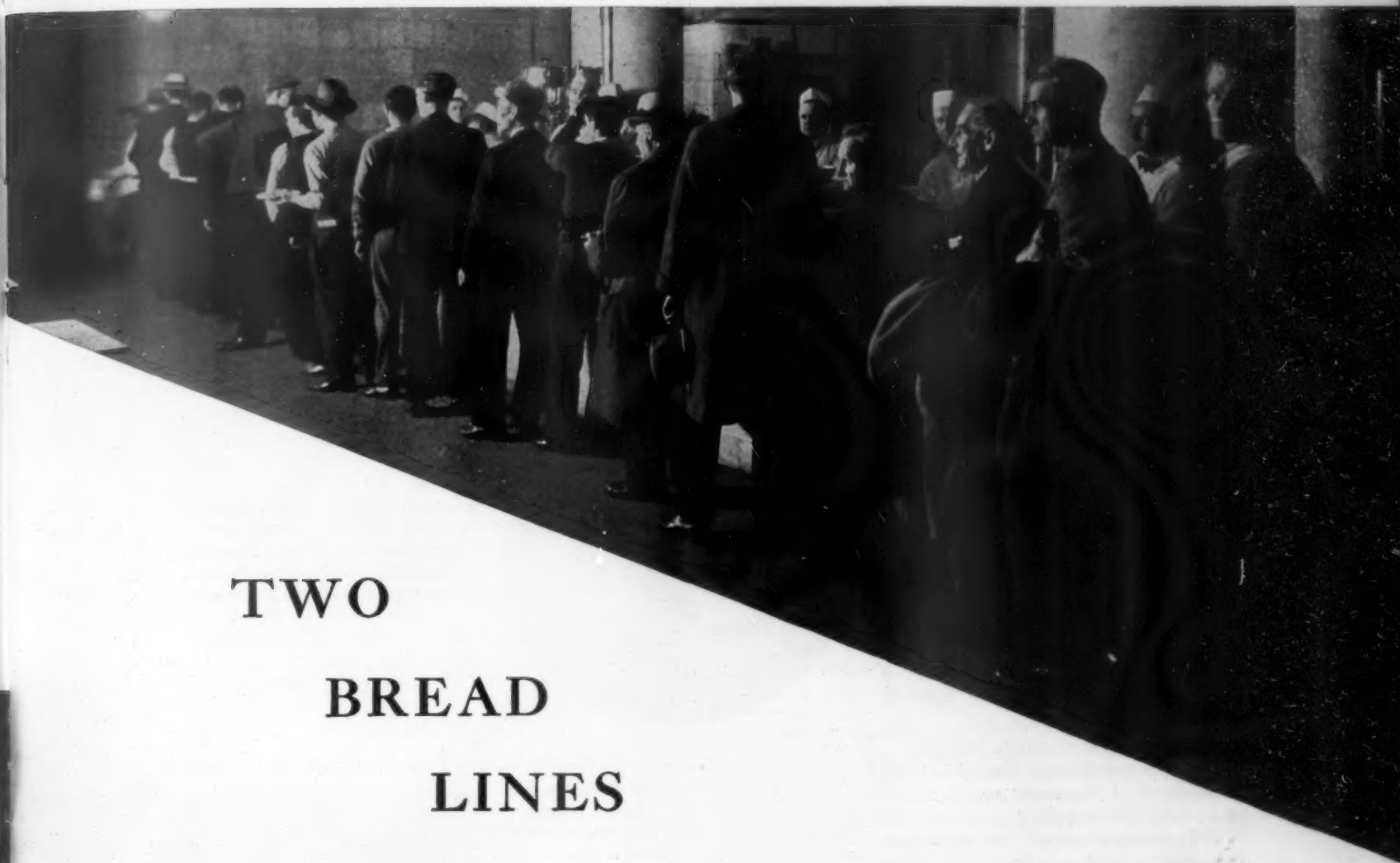
Boys from the CCC receive vocational instruction in schools near camps. Moreover a special committee of leaders in vocational education has prepared special study outlines for use in CCC camps.

Details of the AAA program and the Farm Credit provisions have been the subject of study by both high-school students and adult farmers in thousands of classes.

Vocational education leaders are taking part in the new national apprentice program promulgated by the President's Executive Order.

The Emergency Education Program of the FERA (now WPA) enlisted unemployed teachers to give instruction in vocational education and assist in vocational rehabilitation.





## TWO BREAD LINES

Above is a bread line of men who are dependent upon the Government for food. Left is a group of men eager for the opportunity to earn their own bread. They are unemployed men receiving instruction in a Wyoming vocational school for prospectors. Thousands of unemployed men have earned their way after learning prospecting in short courses offered by vocational schools.



## MODERN PIONEERS

### *of Calico Rock*

Modern Pioneers of Calico Rock, Ark., a group who sought security of farming in the Ozarks during the economic depression. From the local vocational agriculture teacher they received help and guidance to find a foothold in a new land.

**C**AN A city man go back to the land and make a living at farming? Would he know how to take care of cows? Could he grow good crops? Could he master the problems of fertilizing land? To millions of Americans these questions have been real, not theoretical. Depression forced a mass movement of city workers back to the land. Learning the vocation of a modern farmer is not easy.

Take Izard County, Ark., for example. Into this county 100 families have been encouraged to move in connection with the agricultural adjustment and rural rehabilitation programs. One hundred families pioneering again, with all the hardships that word carries with it.

With the assistance of the head of the department of vocational agriculture in the nearby Calico Rock High School, Mr. V. H. Wolford, about 100 newcomers organized the "Modern Pioneers." They organized to learn good farming practice and to attack cooperatively the problems which they faced.

To this group of "Modern Pioneers" the boys studying agriculture in the high school extended a warm welcome and a helping hand. Their organization, the local chapter of the Future Farmers of America, collected essential information about these newcomers and their properties. Soil tests conducted by the Future Farmers provided basis for advice on fertilizer practice.

These Modern Pioneers, some of whom came from cities, some from other States, some with a background of years spent in other lines of work—these Modern Pioneers drew up a five-point program:

1. Grow a cash crop.
2. Produce home supply crops.
3. Produce feed crops for livestock.
4. Practice soil improvement.
5. Sponsor home beautification.



A member of the Calico Rock Chapter of the Future Farmers of America, national club of boys studying vocational agriculture, helps survey lands occupied by the Modern Pioneers.

This year the Modern Pioneers are raising peanuts, and Irish potatoes. Plans for cooperative marketing of these products have been worked out with the assistance of the railroad agricultural agent and the vocational agriculture teacher.

The organization has been in operation a year now. These new farmers are making headway. They practice co-operation. They believe in the live-at-home idea. They barter surplus products for articles they need. They are building real homes. They meet and study their problems utilizing the facilities of the vocational agriculture department of the local high school.

Calico Rock with variations can be duplicated in the vocational agriculture service in hundreds of communities. Here is an approach to education that looks beyond the school youth to the whole community in which he must live. The good teacher not only knows his community's problems and needs but he aids both youths and adults to help solve their own and the community problems through education.



Community service is a Future Farmer objective. At Calico Rock the chapter aided the new pioneers by soil tests and surveys. Two Future Farmer aims are community service and ability to cooperate. Every chapter helps its neighbors. Every chapter works together on projects learning through practice the most difficult art of our civilization—Cooperation.



# Aiding Agricultural Adjustment

## How Vocational Agricultural Teachers Went Into Action to Help Farmers to Understand and Cooperate Intelligently on National Emergency Measures.<sup>1</sup>

**A** SICK body, a sputtering gas engine, or irregular functioning machines of any kind are out of adjustment. They need tuning; they need care; they need attention; they require study. The same is true of our agricultural situation.

Intelligent adjustment calls for education. When people have a valid interest in a situation, a desire to understand it and the will to improve conditions, you have the potential elements of worthwhile adjustment—a chance for getting things back into a better relationship. Those involved must know something of the whys and wherefores in an adjustment program and education is, therefore, the key to success in any attempted program. What we do not understand we naturally oppose.

### AAA

The Agricultural Adjustment Act of May 1933 set in operation a plan which, according to M. L. Wilson, Assistant Secretary of Agriculture, was—

“designed to restore to farmers the pre-war purchasing power of the domestically consumed portion of their farm crops. The plan included a democratic method of farmer-adjustment of production to effective demand. To make it possible for individual farmers to adjust their production, the plan provided for the distribution of benefit payments derived from taxes collected from processors.”

When the Agricultural Adjustment Act went into effect the farmer had many new situations to face and many new problems to consider. There were new angles to farming and new decisions with which the American farmer had not been faced before. The same was true of the teacher of vocational agriculture who was charged with the responsibility of carrying forward a regular systematic, farmer-training program. There were cooperative production control contracts, marketing agreements, as well as licenses applying to dozens of commodities. There were thousands of acres of land to be retired from production of crops in which there were surpluses. There were problems of what efficient use could be made of land by planting substitute crops.

The Agricultural Adjustment Act within a very short time changed the American farming picture entirely. But most significant of all it meant that education was needed as never before. It meant a new and added responsibility for vocational

education in agriculture. It meant explaining, demonstrating, discussing with farmers the various angles of adjustment. It meant promoting thinking, encouragement, gathering facts, and helping the farmer educate himself to the new order of things. To vocational educators in agriculture it meant assisting in hundreds of ways to bring about a desirable readjustment of farming on a more sound economic basis.

### Going into action

Realizing the importance of the adjustment program, a call for a conference was issued through the agricultural education service of the United States Office of Education in May 1934. The immediate purpose of the conference was to consider in detail objectives and procedures with regard to Government adjustment measures affecting farming and farmer-training. There were present at this conference 25 State and national leaders in the field of agricultural education, and a similar number of leaders from the Agricultural Adjustment Administration, Farm Credit Administration, and other emergency agencies. The theme was “Vocational Agriculture in Relation to Economic and Social Adjustments.” A study was made of the emergency and long-time features of programs affecting agriculture and especially the part the teacher of vocational agriculture could take in these programs. States were stimulated to carry on. Several helpful publications were issued based on the results of the May conference.

Some of the outstanding adjustment work by teachers of vocational agriculture took place in the South during 1933-34 in connection with the retiring of cotton acreage. More than 800 teachers in cotton communities took part in the cotton acreage reduction campaign. They traveled 634,000 miles at an average cost per instructor of about \$40 paid out of their own pockets. They held 3,700 farmer meetings attended by 247,000 farmers. They contacted 164,000 farmers individually. What did they accomplish? These teachers held meetings, explained the adjustment plan and contracts to growers; served as advisers and committeemen; directed others; worked with the county agent; distributed literature; measured acreage; taught farmers how to check acreages and estimate yields and acted as special collaborators and inspectors. A recent summary of reports from the supervisors of agricultural education in the principal cotton-growing States shows that teachers of vocational agriculture held approximately 21,000 evening class meetings between July 1 and December 15, 1934, dealing with economic cotton information. The total attendance at these evening class meetings with adult farmers was approximately 653,000. The scope of this type of cooperation was greatly increased the succeeding year.

A similar story can be told about the wheat States. Teachers gave instruction to 75,000 farmers, which called for a total of 1,700 days of time and 50,000 miles of travel.

In connection with the cotton, wheat, corn-hog, and tobacco programs, an effort has been made to organize the most helpful

<sup>1</sup> From an address delivered by W. A. Ross, specialist in agricultural education, Office of Education, U. S. Department of the Interior.

teaching material possible. Trained vocational educators were called to Washington to collaborate with representatives of the AAA on this undertaking. The results thus far have been gratifying. Real assistance in the organization of subject matter has been given to an already overloaded teacher.

The educational activities of vocational agriculture in connection with the AAA illustrate similar cooperation on other important phases of the national adjustment program, including work with the Farm Credit Administration, the FERA, CCC camps, Subsistence Homesteads, Land Planning, Rural Rehabilitation, Emergency Education, Soil Erosion, and other similar agencies.

Teachers have adjusted their farmer-training program to be in tune with the times, meeting the new situation as they found it, but always serving from the *educational* angle rather than as an agency of promotion. Adult evening classes were the quickest avenue of approach for immediate REMEDY on adjustment, but the work with the Future Farmers of America enrolled in all-day and part-time schools continues to offer the opportunity to build for the CURE, if there is one.

Vocational agriculture has had to face a set of practically new conditions in agriculture in the past 2 years. The field of farm management and economics, for example, has been revolutionized; much material dealing with these subjects has become obsolete. The practices in farm credit and farm finance have also been greatly altered. Production-control measures have changed former practices governing labor, crop, livestock and land management. Then we must consider the recognition now being given the part-time farmers—those living on small acreages adjacent to industrial centers, and the hundreds of thousands who are returning to rural areas.

Surely, a constant intelligent adjustment, guided by training and education, would call for less drastic and abrupt adjustments than we have been experiencing and witnessing since about 1929. From the standpoint of education there is no more practical policy to follow than that of continuous schooling.

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## PORTRAIT

### of a Vocational Teacher

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**H**OW DO vocational teachers help people in need? Who are these teachers? What do they do? What is their training? What are their aims?

There are in the United States more than 20,000 teachers of vocational education. But it is useless to attempt to tell what they do in terms of statistics because each teacher faces different conditions. Each teacher must find his own answer to the problems of his own community and the problems of each student.

Therefore let us look in on the life of one representative vocational education teacher—Mark Jordon, of Chiefland, Fla. He lives 6 miles from the Suwannee River—a corn-hog-peanut country. Very sandy. A relatively new farming country populated largely by Alabamans. Mark Jordon is a teacher of vocational agriculture. His headquarters is the Chiefland High School to which busses bring 400 children from the countryside every school day.

Mark Jordon this year won the award of "Master Teacher" among 2,000 teachers of vocational agriculture in the Southern States. What did he do to merit this honor? What has he done to help the citizens of the Chiefland district during the national emergency?

If you had visited the Chiefland school on many an evening last year, you would have found it surrounded by automobiles. Inside in the auditorium you would have found more than 100 farmers eagerly listening to a discussion of the AAA. Washing-

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### Training Relief Teachers of Agriculture



DURING 1933-34 South Carolina had 200 relief teachers of Agriculture employed. The Department of Agriculture Education of Clemson College, in cooperation with the State supervisors of agricultural education, trained these teachers in five centers. In most cases these trainees were experienced farmers familiar with the needs of those receiving relief. Teachers of vocational agriculture under the guidance of the supervisors and teacher-trainers gave most of the actual instruction.

A general survey was made first at each center to determine what should be taught. Among the activities selected were culling poultry, delousing hens, building log poultry houses, remodeling buildings for poultry houses, feeding dairy cows, feeding hens, butchering hogs, sugar curing meat, and making a compost heap. After a week of intensive training the trainees returned to their home communities and started their teaching with needy families. For several months afterward they assembled once a month to discuss their work, methods of reaching more families and rendering new services. A similar program was carried on in South Carolina during 1935.





ton had reached a long arm into Chiefland. Something new had happened to farming. There were new words—crop restriction—allotments—corn-hog checks—contracts. What did they mean? Should a person sign a contract? What did it involve? The emergency acts brought Chiefland farmers to the school and there Mark Jordon, the vocational teacher, undertook to discuss and explain the AAA. In place of confusion came orderly, intelligent consideration. That is education for adults. Vocational teachers teach adults as well as high-school boys and girls.

Or suppose you had visited the Chiefland High School this last winter. On the big school ground—10 acres—you would have seen workers busy planting shrubbery, making brick walks, erecting fences. Some are elderly. Some are high-school boys and girls. The elderly workers are from Chiefland's relief rolls. Under Jordon's direction—with the vocational agriculture students participating—they are beautifying the school grounds. And the boys are learning elements of landscaping. Bushes are being unloaded from the big school truck. Jordon seized the opportunity of an offer of free shrubbery from a big nursery. His students went with him to select plants and bushes.

### Sequel

This incident has a sequel. Beautifying the school grounds created an interest in beautification of Chiefland homes. This spring in the evening Jordon taught a class of women—mothers of his day-time students, many of them. They want to learn landscaping, raising flowers, and the care of roses. As a teacher his aim is to help the citizens make Chiefland a happier and more satisfying place to live. That is the aim of all vocational teachers. Mark Jordon is 34 years old, and a graduate of the University of Florida. But his greatest desire is to continue his education; to learn more so that he can serve his community more intelligently. His tanned face shows that he is no desk-bound teacher of agriculture. He works with his students on their individual farm projects and on the school demonstration farm.

By what stars does Mark Jordon, vocational teacher, lay his course? His program is definite. The programs of all voca-

tional teachers are definite. Following are nine accepted standards of teaching.

1. *Thorough knowledge of community.*—Jordon knows the exact home location of each student. He knows the amount, value, and uses of all the land in his region; the livestock, amount and value of crops. He has this all down in usable records.

2. *Instruction.*—His courses are set up to meet the needs of his community disclosed by his survey.

3. *Enrollment.*—He measures his enrollment in agricultural courses against the estimated proportion of Chieflanders who will become farmers.

4. *Preparation for and methods of instruction.*—Jordon prepares a course of study and farm projects for each student according to each student's particular need.

5. *Supervised farming practice.*—Jordon helps his students plan their practice farming so that they will (a) learn manipulative skills—that is, ability to do things with their hands, carpentry, mechanics, etc., (b) ability to manage a farm efficiently, (c) ability to cooperate with others, and (d) most important of all, the ability to create a satisfying and beautiful home.

6. *Equipment of school.*—Jordon must see that the testing devices, library, and laboratory equipment of his school are adequate to teach modern farming.

7. *Leadership.*—A going Future Farmer of America chapter, winning poultry judging teams, cooperative buying and selling associations, and numerous other activities stand witness to Jordon's work in helping to develop the latent leadership in the community.

8. *Publicity program.*—This, too, is the task of the teacher. Not propaganda, but publicity in the sense of keeping the community informed about the work of the school. Vocational agriculture students write regularly for local papers. In local store windows they set up exhibits to show how to tell the difference between good and bad eggs.

9. *Condition of teachers' reports.*—Last, but not least, the good teacher is judged by the thoroughness, accuracy, and scope of the records of the educational program.

These are standards by which vocational teachers test the quality of the service they are giving to their communities.

### Class cares for four needy children

"In some instances the home economics teacher has, with the assistance of high-school pupils, worked out clothing and food lists which have been distributed by ERA workers. In one community the home economics classes took for their special problems four underprivileged families in the community. The needs of these families were studied, after which contact was made with the social service agency which assisted in procuring food and clothing which was distributed to these families by the school girls after school. Several teachers report that high-school girls are interested in bringing to class special problems about some underprivileged family. Sometimes this becomes a case problem for the teacher and the high-school pupil to find out specific needs and help secure employment and follow other procedures for bringing relief to the family."

—Report from Louisiana.



# 500 COURSES

*A Partial List of Subjects Vocational Schools Offer Those Who Wish to Learn*

THE subjects of vocational courses listed below have been taken from the annual reports of State Boards for Vocational Education to the Office of Education for the year ended June 30, 1934, in vocational evening, part-time, and all-day schools. A more complete list can be obtained by application to the Office of Education, Washington, D. C.

Agricultural Adjustment	Cafeteria Cookery	Electric Arc and Oxy-Acetylene	Heeling (Shoe Factory)	Making Play Equipment
Adequate Diets	Cafeteria Management	Welding	Hollow Metal Drafting	Manicuring
Advanced Food Study	Cakes and Cookies (Bakery Trade)	Electrical Installation and Practice	Home Canning	Marble Cutting
Aeronautics	Camp Cookery	Electric Wiring Code	Home and Community Development	Marble Drafting
Agricultural Economics	Card Fixing (Textile)	Electrical Drafting	Home Dietetics and Invalid Meals	Marine Engineering
Agricultural Financing	Carding	Electric Refrigeration	Home Economics for Working Girls	Marketing Livestock
Air Brakes and Related Sciences	Care of Hair and Skin	Electric, Related Science	Home Furnishings	Marketing Milk
Air Conditioning	Care of the Sick	Electric Wiring and Equipment	Home Garden	Marketing Turkeys
Aircraft Construction and Engine Repair	Care and Training of Children	Electroplating	Home and Health	Masonry
Alfalfa Production	Caring for the New Baby	Elementary Petroleum	Home Improvement	Materials of Industry
Analysis of Cotton Fabrics	Carpentry	Elementary Textile Arithmetic	Home Orchard	Mathematics Applied to Air Conditioning
Animal Diseases and Parasites	Catering	Embroidery	Hooked Rug Weaving	Mathematics Applied to Architectural Drafting
Applied Art	Caulking, Glazing, and Painting	Essentials of Baking	Horticulture	Mathematics Applied to Oil Industry
Applied Chemistry	Cement Finishing	Estimating	Hosiery Making	Mathematics Applied to Tailoring
Applied Electricity	Chemistry for Bakers	Ethics for Nurses	Hospital Meals	Meat Cookery
Armature Winding	Chemistry of Dry Cleaning	Family Economics	Hotel Cooking	Meat Cutting
Art Applied to Home Crafts	Chemistry for Nurses	Family Meals	House Cleaning	Meat Packing
Art Applied to Photo-Engraving	Child Nutrition	Farm Financing	Household English for Domestic Workers	Mechanical Marine and Sheet Metal Drafting
Art Applied to Printing	Child Psychology	Farm Machinery Repair	Household Maid Training	Melon Production
Art in Dressmaking	Children's Garments	Farm Mechanics	Housekeeping for Janitors	Metallurgy
Art in Selecting Clothing	Civics	Farm Power	House Painting	Metal Lathing
Asparagus Production	Citizenship Training	Fashion Drawing	House Wiring	Metal Mining
Assaying	Citriculture	Feather and Flower Making	How to be Well Dressed	Meter Repair
Auto Body Building	Cleaning and Pressing	Fertilizers	How to Use Color	Mill Drawing
Auto Body Designing	Cloth Analysis	Financing the Home	Hub and Die Work (Jewelry)	Millinery
Auto Brake Adjustment and Wheel Alignment	Cloth Calculations	First Aid	Hydro Electric Station Operating	Millinery Renovation
Auto Chassis Repair	Clothing for the Family	Floor Finishing	Illumination	Millwork
Auto Ignition	Clothing Renovation	Floriculture	Industrial Chemistry	Mill Wrighting
Automobile Storage Battery Repair	Coal Mine Gases	Food Course for Maids	Industrial Designing	Miners' Short Course
Auto, Related Science	Coal Mine Safety Lamps	Food Preservation	Industrial History	Mine Safety
Auto Salvage	Coal Mine Timbering	Food Selection	Industrial Physics	Mining Law
Aviation	Coal Mine Ventilation	Foods in Relation to Health	Industrial Safety	Monotype Operating
Baby Chick Production	Code Rules for Plumbers	Foods and Nutrition	Infant Feeding	Mosaic and Terrazo Work
Baking Trades (Commercial)	Color and Art in the Home	Foods for Special Occasions	Insects and Their Control	Motion Picture Operating
Baking, Related Science	Color Theory for Painters and Decorators	Foreman Leader Conference	Iron Work	Moulding
Balanced Meals	Comptometer Operation	Foremanship and Supervision	Irrigation	Multigraphing
Banana Production	Concrete Construction	Forge Work	Janitor Engineering Course	Novelty Making for Leather Workers
Bandaging (First Aid)	Consumer's Education	Foundry and Machine Shop Apprentices	Jewelry Manufacture	Nurses Psychology
Barbering	Cooking for Men	Framing and Use of Steel Square	Jewelry Repair	Nurses Training
Basketry and Weaving	Cooperative Marketing	Fresco Painting	Job Pressman	Oil Field Mechanics
Battery Work	Coppersmithing	Front Office Training (Hotel)	Joinery	Ophthalmic Prescription Grinding
Beautification of Home Grounds	Core Making	Fundamentals in Cloth Construction	Kitchen Table Service	Ornamental Iron Work
Beauty Culture	Corn Production	Fur Operating and Cutting	Knitting and Looping	Painting and Decorating
Beauty in the Home	Cosmetology	Furniture Repair, Upholstery and Caning	Ladies Garment Designing	Paints, Solvents, Varnishes
Beef Production	Costume Designing	Furniture Refinishing	Lamp Shade Making	Paper Mill Chemistry
Behavior Problems	Cotton Marketing	Gas Engine Operation	Landscape Gardening	Pastry Making
Better Foods for Family	Crop Rotation	Gas Manufacture and Distribution	Lasting (Shoe Factory)	Pattern Making, Metal
Biology	Cucumber Production	General Farming	Lasting and Sole Fastening	Pattern Making, Wood
Blacksmithing	Custodian Building Maintenance	General Shop Work	Lathe Work	Peanut Production
Blueprinting	Dairy Cattle, Feeding	Geology for Miners	Laundry for Domestic Workers	Pepper Production
Blueprint Reading	Dairy Herd Management	Girl and her Job	Leather Tanning	Personal Grooming and Care of Clothing
Blueprint Reading (Metal Trade)	Decorative Embroidery	Glove Cutting	Legume Production	Personal Hygiene
Blueprint Reading for Railroad Shops	Dental Mechanics	Glove Making	Linotype Operation	Permanent Wave
Boat Building	Dewberry Production	Good Use of Leisure Time	Linotype Repair	Petroleum Refining
Boiler Room Layouts	Dictaphone Operation	Gown Draping	Lithography	Photo Engraving
Boiler Room Practice	Diesel Engines	Granite Cutting	Locomotive Operation and Control	Photography
Brass Molding	Die Sinking	Granite Drafting and Designing	Loom Fixing	Piping
Brick and Stone Masonry	Dining Room Service	Hand Composition (Printing)	Low Cost Diets	Planing Mill Operation
Bricklaying	Disease Control	Handling Supplies	Lubrication	Plastering
Budgeting	Domestic Service	Harness Making (Leather)	Lumber Grading	Platen Press Work
Building Estimates	Drafting for Sheet Metal Workers	Hay Crops for Dairy Farming	Luncheons and Suppers	Plumbing and Pipe Fitting
Building Trades Drafting	Drafting for Tailors	Heat Treatment of Steel	Machine Designing	
Butler Service	Draping and Costume Designing	Heating and Ventilating	Machine Drafting	
Cabbage Production	Drilling and Producing Oil		Machine and Bench Woodwork	
Cabinet Making	Dyeing		Machine Shop for Railroad Apprentice	
Cable Splicing	Economical Cooking			
	Egg Production			

[Continued on page 26]

# THEY LOST THEIR JOBS

!

This girl is one of 35 who were able to secure employment after being retrained for the hosiery industry in a plant training class.



# BUT LEARNED NEW ONES

## THROUGH VOCATIONAL SCHOOLS

GRIT PUBLISHING COMPANY



Once a cook—now he takes dents out of fenders



Out as a printer—making good in window decorating



Training enabled him to shift from bookkeeping to printing



Grocery let him go—6 months training—spotting expert

PHOTOGRAPHS BY FRANK WIGGINS TRADE SCHOOL



## WELDERS

*Showing how Schools are enabling Workers to keep up with the procession of Mechanical Invention and thus obtain Employment*

### *Left:*

When you see pictures of the gigantic new bridge from San Francisco to Oakland, think of these three men. They helped build that bridge. They were able to get employment building the bridge because they took a course in gas welding at Central Trade School, Oakland, California.

As a result, vocational classes for training men in the new type of welding were set up in the two cities. About 100 men—unemployed, former welders, unskilled in the new type of welding—have already been trained and employed. The training period ranges from 10 days to 2 weeks.

Welding is merely one of the many examples showing how the doors of vocational schools are open to men and women who wish to continue to learn in order that they may continue to be employed. Vocational education has rendered a great service to the Nation in conserving our national resources of skill during the emergency of the past 5 years.

**N**OT one but many reasons account for persons being unemployed. One of the most common reasons is failure to keep up with the procession. New inventions and new tricks of the trade come so fast nowadays that a man may find himself on the street because he has neglected to learn the latest techniques of his trade. Welding is an example. In the last few years welding has entered the plumbing trade. Boat builders and bridge builders must now know welding. Workers in many mechanical fields are turning to schools for training in welding in order to escape being placed on the unemployment shelf.

Two bridges are now approaching completion at San Francisco—one across the Golden Gate, and one between San Francisco and Oakland.

Both acetylene and electric welding was used in the construction of these bridges, but men skilled in the types of welding required were not to be found in the San Francisco district.

Contractors realized that it would be necessary to have men skilled in the processes being used, and were considering importing welders from the East. Before doing so, they brought their problem to the educational authorities in San Francisco and Oakland.

### *Right:*

Many street car lines are being abandoned. This man is a former street car conductor. He turned to a vocational school, learned a new trade, welding, and was able to secure employment. Without training he might have continued to be unemployed and eventually might have been on the relief rolls.





## When You Listen to WABC

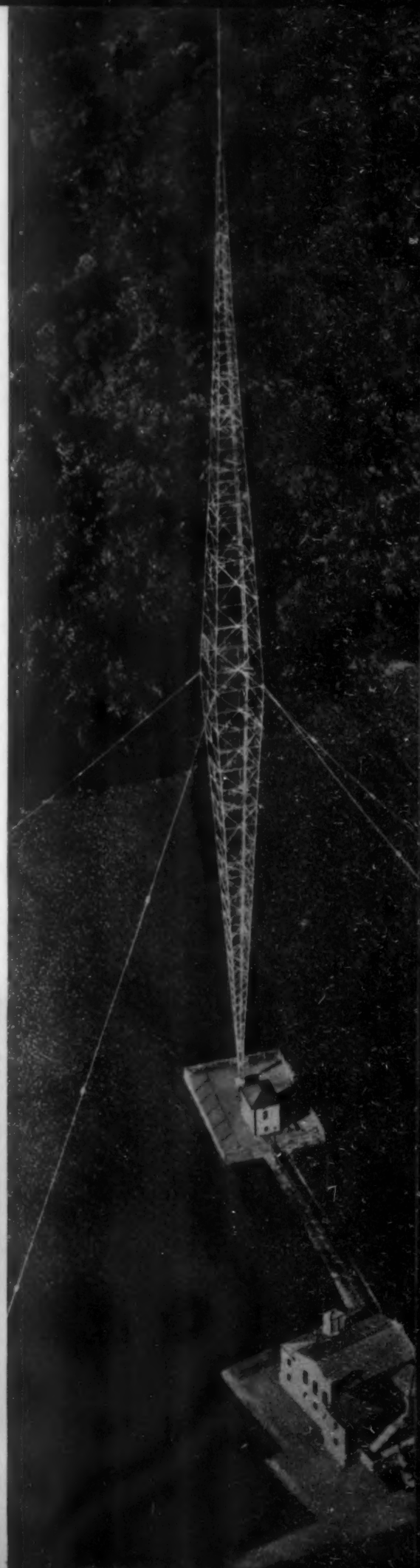
**M**EN EMPLOYED in constructing this station were retrained in the Paterson Vocational School of Paterson, N. J., to use Tobin bronze welding. The transmitter on which this work was done represents the most advanced type of electrical design and construction.

Tobin bronze welding was used to ground all parts of the metal framework of the building and of the conduit system carrying the high frequency and high voltage electric circuit.

This presented a problem for the construction company. The electrical workers on this construction did not have the necessary experience in the use of the welding torch, and the structural steel workers, who were experienced in ordinary welding, did not have experience in welding with Tobin bronze. They lacked also experience and judgment in electrical work of this character.

A short unit course was therefore organized in the Paterson Vocational School for a group of electrical workers on this job. After approximately eight periods of instruction these electrical workers had developed sufficient skill to carry out the special welding operation at the radio station. They had been retrained on their job. If this training had not been provided, they would have been displaced by workers imported from some other center.

The illustration on the right is the transmitter. Below is the control room of station WABC at Wayne, N. J.



# The UNEMPLOYED

★ THIS summary could have been presented in figures. It could give in neat rows of figures what vocational education has been doing in each State; the number served, classes held, money expended. That information is on hand in the Office of Education.

But we are concerned with a warmly human problem. Each person, young or old, who comes to a vocational school has individual and special needs. During the past 5 years of economic crisis those who sought vocational instruction were suffering acute and tragic need—girls without shoes; fathers desperately in search of some skill to help them maintain their families; housewives anxious to make their few pennies buy the most nutritious food; farmers puzzled by new demands for national cooperation. To the doors of vocational schools has come this great procession of American citizens. They came in search of the light and comfort learning could give them; to find a way out of the valley of despair.

And so I say figures can never tell this story. Through pictures we can come closer to the truth. Therefore we have sought throughout the Nation for the camera records showing how vocational education has valiantly striven to help millions of American citizens in their hours of greatest need.

Carrying on its regular duty of training youth for industry, agriculture, and home-

making, vocational education has expanded its services to meet emergency needs. Special classes were held to enable farmers to learn about the AAA and Farm Credit. Special opportunities were created for unemployed adults, enabling them to keep fit, or learn new jobs. Special efforts were applied to find work for those trained. Special cooperation with other emergency agencies in canning surplus food, helping in establishment of emergency nursery schools, and teaching food facts to wives of relief families, was developed. CCC enrollees found a warm welcome in vocational courses. Thousands of the corps of 20,000 vocational teachers serve today on local and State committees ironing out the problems of the economic crisis. Vocational teachers seek out boys and girls who have left school. They help them to work out personal programs to get started in life. They train men and women in the ranks of the unemployed to teach others.

To the support of vocational education the Federal Government contributed \$6,950,945 in 1934. In addition the State and local governments contributed \$21,237,472. Some additional funds have been made available through the Emergency Education Program of the FERA. These are the funds which have enabled vocational education to aid millions of citizens, young and old, during the economic crisis. This special issue of *SCHOOL LIFE* is, in a sense, one of a

number of reports on the stewardship of these funds. We invite you, after reading this issue, to ask yourself whether the "service has been worth the hire."

To make one's way through life in any age demands skill. It takes skill to pan gold; skill to make a dress from a sugar sack; skill to grow 68 bushels of wheat to an acre; skill to operate a turret lathe. Helping citizens acquire skills, simple and complicated, necessary to existence, is the province of vocational education.

It takes particular skill to live through an economic depression that threw more than 10,000,000 workers out of work. Vocational education has adapted its service to help Americans acquire this remarkable skill also. It is the task of vocational teachers to keep their program so flexible and so attuned to our national life that vocational education will always be a valued and ready servant to the American people.

## find in vocational schools



## and old



## Both young

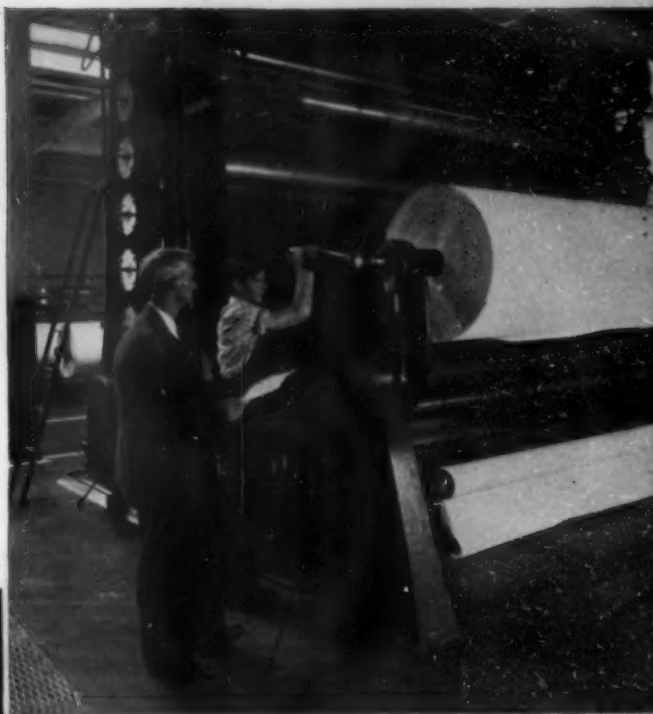
by J. C. Wright

*Assistant Commissioner  
for Vocational Education  
Office of Education*

—to enable them  
to find a place in  
American life.

and training

counsel and  
guidance



## The Unemployed Turn to the Schools

**I**N NOVEMBER of last year Commissioner Studebaker wrote to a number of city school superintendents in different sections of the country requesting information which would indicate the extent to which federally aided vocational classes operated under the Smith-Hughes and George-Ellzey laws were rendering service to unemployed youths and unemployed men and women. Seventeen cities, reporting a total enrollment of 50,316 in Smith-Hughes and George-Ellzey classes, estimated the number unemployed in this enrollment to be 21,435. Two of every five were in school for training because they were unemployed.

Very considerable enrollments of unemployed workers in regular vocational classes have been reported, also, by State directors of vocational education. New Jersey: "A preliminary survey indicates that approximately 30 percent or about 2,100 of the students enrolled in the evening vocational classes for trades and industries are unemployed. \* \* \* While most unemployed workers register as individuals and the registration of unemployed is merged with that of employed workers, we have several instances of particular groups which can be identified as unemployed groups. For example, in the Paterson Vocational School there

are 65 unemployed silk dyers who are receiving instruction in their field by teachers who are also unemployed. In Atlantic City 35 enrollees in one of the CCC camps are being given vocational instruction in the Atlantic City Vocational School. All of the teachers now employed in the evening vocational schools of Atlantic City, some 25 in number, are taken from the unemployed group. \* \* \* The vocational program for unemployed is being carried on as an integral part of the regular evening vocational school program in agriculture, home economics, and trades and industries."

Ten percent of the enrollment in day vocational classes would be classed as unemployed, about 25 percent of the enrollment in evening trade and industrial classes, and 40 percent of the enrollment of adults in evening home economics classes.

New York: It is estimated that 91,000 unemployed will be served by vocational programs for the unemployed.

North Carolina: From 60,000 to 75,000 who are being served directly and indirectly by vocational programs would be "either on the unemployment list or without the services rendered would be relief cases."

Such figures as these, while they do not in any sense measure services being rendered the unemployed, reveal the extent to which vocational programs are serving the unemployed.





Future Refrigerator Servicer



Future Head Waitress



Future Farmer



Future Chemist

## A Future for YOUTH

**L**AST November a vocational teacher in Copiah County, Miss., asked a group of older boys at Sunday school what they were doing. "Nothing—there is nothing that we can do." They had left school. How about attending a part-time class at the school? Sure. The following Monday night 12 boys appeared. What are you interested in? "We don't know. We'll leave that up to you!"

"Need money?"

"I'll say!"

"How much?"

"All we can get."

"Well, how much really do you need to do what you want to do in this community?"

"Don't know."

To settle this a survey of each boy's personal needs was made that night—clothes, sports and entertainment, charity, savings. Each boy needed \$75 to \$200 annually.

"How are you going to get it?"

"I'm raising a patch of cotton."

"I got a couple hogs. Will that bring in enough cash?"

"Don't know. Let's figure it up."

This called for a study of prices, economic prospects, personal budgets. Each boy revised his farm program to bring in enough to meet his budget. Each boy began keeping records of his farm operations; inventory, cash account, labor record sheets, personal account. Every Tuesday and Friday evening the boys met at the high school. Sometimes in the farm shop. A checker tournament occupied 2 nights. Six boys have

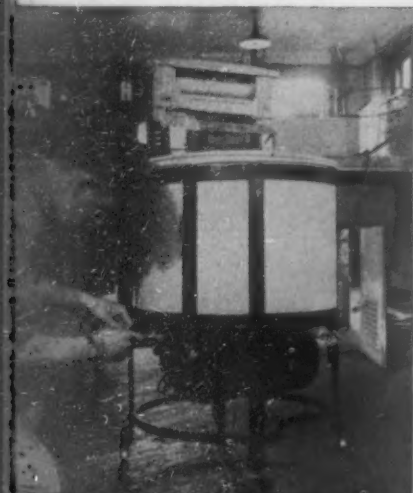
joined the Future Farmers of America. No longer do these boys say, "There is nothing we can get to do." These boys are now launched in life. They have started work to meet their immediate needs. They have left the ranks of the idle. They have entered the ranks of working, self-supporting citizens.

This example from Mississippi has been duplicated in thousands of American communities. Vocational education has, since it began, faced the pragmatic question: How can vocational training guarantee a future to youth? The success of vocational education must be judged by results.

Into the gears of the vocational program the economic crisis threw a monkey wrench. Barriers went up against youth. Surveys in Massachusetts industrial towns show that more than 50 percent of young people 16 to 22 are unemployed; the highest percentage of any age group. The easy transition of school to jobs has been broken. For the first time in its history, the United States has a youth problem. More than 3,000,000 young people 16 to 25 are out of school and out of work.

Vocational education could not disregard these danger signals. Conferences of leaders in Washington considered the question of the out-of-school youth. Vocational educators throughout the Nation were asked to look beyond their classrooms. Local surveys revealed the names of boys and girls in need of help. Special classes have been organized. Vocational education is adapting its program, extending its services, reorganizing in order to fulfill its promise to offer a future to youth.

Future Fix-it Store Manager



Future Home-maker



Future Craftsman



Future Tea Room Manager



# C.C.C.



## *Aided by Vocational Education*

1. Surveying is popular subject.
2. Veterans' camp learns caponizing.
3. Technical books selected by vocational experts aid learners.
4. Craft work grows in favor.
5. Blacksmiths are CCC faculty members.
6. Vocational schools open their shops at night for CCC enrollees.
7. Map work one of many CCC opportunities.
8. Learning to make models of prehistoric animals.
9. Cook, printer, storekeeper, foreman—all CCC jobs become valuable apprenticeships.
10. Learners keep these few camp typewriters hot.







Store window exhibit prepared by Larwill, Indiana, home economics class

### No clothes—no schooling

**I** FOUND one of the girls in my class in great distress. There were 10 children in the family and they were in very needy circumstances. This girl was very intelligent and a senior in high school, but she felt she had to stop school because she didn't have shoes and other clothes to wear. I gave her some clothing and helped her to remodel some for herself. She became interested in remodeling and took it as her home project. She made over clothing for herself, her mother, and the smaller children in her family."

—Report from a Virginia teacher.

### Dresses from sugar sacks

"In the class work in our home economics department we are striving to meet the needs of all the needy girls. The object of each unit is to help the girls use materials available in their homes, to make them more livable and more satisfying.

"An interesting feature in our clothing unit has been the plans for a well-dressed school girl on the smallest sum of money, finding many money-saving schemes as a result. Some of the smocks for cookery uniforms receiving the highest scores were those made from sugar, flour, and feed sacks. A sugar sack with stripes was used for making a 2-year-old girl's dress designed and cut by one of the girls so that the stripes were very cleverly used for trimming. A 4-year-old girl's dress was made from Scotch Lassie flour sack which is made of pink-and-white checked material, using a white sugar sack for the collar and cuffs, making a very attractive little dress.

"Many other interesting things have been made from the different kinds of sacks such as scarfs, luncheon sets, pillows, bibs, pot holders, etc. Sacks were dyed different colors and cross-stitch or other

forms of needlework put on them with bits of bright wool thread or embroidery thread that had been donated. These were also worked up into purses, bags, pillows, scarfs, etc.

"The sack ravelings were saved and crocheted into attractive berets. The girls were very proud of these, for there again they had found they could make something they needed and wanted without any cost.

"There is a mill about 6 miles from our school where men's suits are made. The remnants from these suits may be bought for a very small sum of money and the material is excellent. One girl made a very attractive skirt out of a remnant for the small sum of 15 cents. One group of home economics girls picked cotton and did other odd jobs to earn money to buy enough of this material for a dress or suit. The materials for these averaged about \$1 each. This is to be their best dress for the season. They made several collar and cuff sets or blouses making them into smart and serviceable outfits for the season.

"The chief aim in our work is to help the girls to make the most of what they have. In our particular community there is *so little* they certainly need to make the most of everything."

—Report from Georgia.

### Feeding children who come to school hungry

In another community the home economics pupils prepare nourishing plate lunches at 5 cents per plate daily as an integral part of their class work in foods. Children who are unable to pay money for lunches perform some small duties in connection with the preparation and service of the lunches. Working on the problem of an inadequate school lunch, another teacher says:

# CASES

## from the Reports



"We checked on the adequacy of the children's lunches. We found that 32 of the lunches were insufficient and upon investigation found that it was impossible for these children to bring better lunches. Therefore, we applied to the Welfare Association for help and this association furnished us with milk, two sandwiches, and often fruit for these children. A monthly record was kept of the health and weight of these children. We found that each child showed a marked improvement in looks and each one gained in weight."

—Report from Virginia.

### Professional couple

"A professional couple who were on the relief rolls were struggling to keep up



appearances on the \$9.60 a week allowed at that time. The wife enrolled in a clothing construction class and made a beautiful suit out of an old garment. On displaying it to her husband, he remarked with considerable pride 'No one would ever believe we are living on \$9.60 a week when they see you in this suit.'"

—Report from Nebraska.



*Housewives, our largest class of workers, have not lacked for employment during the economic crisis. But their difficulties in feeding their families, clothing them, and keeping the home together, have been multiplied.*

*Home economics instructors have swiftly adapted their instruction to meet the needs of distraught housewives and also the needs of girls seeking employment. On these two pages we present a few of many cases of service by home economics instructors.*



**Canning surplus crops in the vocational agriculture shop,  
Prince George County, Va.**

### Home economics education

stands for . . .

"The ideal home life for today unhampered by the traditions of the past.

"The utilization of all the resources of modern science to improve the home life.

"The freedom of the home from the dominance of things and their due subordination to ideals.

"The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society."

—Ellen H. Richards.

### Gratitude from relief official

"Dear Miss Peek: Will you have room in your next news letter to express to your home economics teachers the appreciation of our director of the Texas Relief Commission division, that of the board of control, and my own genuine gratitude for the splendid cooperation which they are giving to the various county relief units in their efforts to provide a balanced school lunch to the children attending school from families on relief rolls?

"Many of your teachers are planning the plate lunches to be served, others are approving the plans submitted by the lunch-room managers, still others are actually preparing and serving these lunches as a part of their laboratory work. One very energetic home economics teacher has rounded up the several women who have been assigned from

relief rolls to cook the lunches in different schools in her county, and she is putting them through an intensive training course in quantity cooking, lunch management, with good sound 'fundamentals' of nutrition scattered throughout.

"It is this volunteer service on the part of these teachers and other local groups that is going to make this very important program really successful.

"Sincerely,

"HELEN S. SWANSON,

"Consultant Dietitian,

"Texas Relief Commission."

### Off relief

"An effective home project was carried on by one girl whose family was on the relief list. The mother was ill and the father unemployed. This girl canned over 500 jars of fruits and vegetables, 200 jars of jellies and preserves, and dried 20 pounds of vegetables and fruits. As a result, this family will not be on relief this winter."

—Report from Virginia.

### Sarah Mitchell's valedictory to the maid-service class

"Classes were held as usual on the final evening until 9 o'clock, when they were jointly assembled for an informal program. Just before Mr. Conley, local director of vocational education, issued the certificates, Sarah Mitchell of the maid-service class arose and asked if she might 'say a word.' Permission granted, she launched into the speech of the

evening—a sincere testimonial of the instruction received.

"She said she had never been able to keep a job and she was beginning to see why; that she had sometimes applied for work, but when she looked around at the fine rugs in a home, she had been 'too scared to try, but now wouldn't be afraid to ask the Roosevelts for a job'; that the teacher explained things so thoroughly anyone could understand; that the class had been live and interesting and the students didn't go to sleep as they had in other classes she had taken.

"A cry of 'sit down' from a seat-mate interrupted the speech, but Sarah's volubility was not to be outdone."

—From a report of a Florida vocational homemaker teacher.

### Helping Grace recover her job at the night club

"Grace had trials and tribulations as maid at a night club. She quit her job once because the employer scolded her for leaving the garbage can out and for leaving the towels wadded up in the kitchen. The teacher said, 'That's what we mean when we tell you to check your work.' The maid said she didn't have time, she wanted to get away; the teacher told her to take time, that she now had plenty of time out of a job. Grace got her job back again, and by conferences with the teacher was able to overcome her difficulties."

—Reported by a Florida vocational teacher.

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## Practical Homemaking in HAWAII

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**T**HESE three pictures were taken in the same house, before, during, and after. Above is a picture of a cottage in the Palama Settlement, one of the most congested districts of Honolulu, before a group of neighborhood women began work on it with the help of a vocational instructor. The problem, which is the problem of thousands of families (in continental United States as well as the Paradise of the Pacific) is how to make an attractive home on an extremely slender income. This unlovely cottage has been selected as a demonstration house by the practical home-economics teacher.

Twenty-four women worked on this cottage. Some of them were on relief rolls. First they learned how to scrub and clean and paint it. Every morning for 3 months they came for a short time, with their families. Often when they made one piece of furniture for the cottage they made copies for their own homes. Wood has been salvaged from packing boxes. Designs appear on unbleached muslin. Behind the house a garden begins to thrive. Japanese class members prepare meals for the renovators. The instructor, a young Japanese woman, carefully translates recipes based on local conditions and food preferences.

Ready for open house! That couch has springs from a discarded automobile seat. Rice and sugar sacks become curtains and couch covers. Book ends, ash trays, lamp shades, stands, and even the oven once were tin cans. Bright pictures from magazines look down from neat frames on the walls.

After a demonstration cottage has been completely outfitted all the neighbors are invited to come. A steady stream of inquiring sightseers absorb and carry away ideas for improvement of their own homes. Finally the cottage is turned over to the plantation to be allotted to a deserving family. Furnishings, inclusive of cleaning materials and paint for one house, totaled \$19.60. Similar cottages were furnished on other plantations, and more will be reconditioned during the current year.

N. B.: These pictures and the information on how vocational home economics has aided low income families in Hawaii came from Caroline W. Edwards, territorial supervisor of home-economics education.



**Before: Drab rooms, dirty floor**



**Neighborhood women aided by a Vocational Instructor begin demonstration remodeling**



**Home sweet home for a \$19.60 pocketbook**

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## New Horizons For the Physically Disabled

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**T**HE POPULATION of San Antonio, Tex., is 231,000. Think of a group of adults almost numerous enough to fill such a city, idle and jobless, due to some injury such as the loss of a leg, or arm, or eye. American citizens to the number of 225,000 are forced into the ranks of the unemployed every year because of some physical disability incurred through accident. Of this number at least 75,000 need training—vocational rehabilitation.

Unemployment is nothing new to the disabled man. He knows the heartaches and discouragements that go with joblessness.

To mitigate this reckless and tragic waste of our human resources and to attempt to give physically disabled Americans a real American opportunity to be restored to the full advantages of citizenship the Vocational Rehabilitation Service was established. It began with our soldiers in 1918.

On this problem of cutting down unemployment among the physically disabled the Vocational Rehabilitation Service has made a beginning. That it falls short of meeting the needs of the 75,000 who annually need its service is due to lack of funds.

Until recently 15,000 to 20,000 physically disabled persons were served annually. Since the onset of the depression the difficulties of disabled persons in obtaining work have increased.

The number applying for rehabilitation service has almost doubled. The problem was further complicated by decreases in both Federal and State funds available in the first years of the depression.

In spite of these decreases, however, the number of persons given service has increased more than 50 percent. This increase has been made possible in the main by the enlistment of aid from local sources and to the allocation of Federal Emergency Relief funds for expenditure for rehabilitation

purposes. During the past year more than 30,000 were given service.

Naturally during this period of distress the nature of the services rendered have had to be flexible in order to meet the needs caused by the unprecedented situation. In normal times a majority of those given service receive special courses of training followed by suitable placement. For the past 4 years the State departments have provided less training and directed their efforts toward placing the greatest possible number in employment.

The use of relief funds has been particularly effective in two directions: First, it has made it possible to employ additional personnel for placement services, and, second, it has afforded an opportunity to develop new methods of providing what

is termed "employment training", that is, training on the job. Heretofore this type of training has been accomplished by placing individuals in commercial establishments to be trained in the regular course of production. Emergency relief funds have made it possible to select and train groups of individuals in a kind of apprenticeship or vestibule school in connection with commercial establishments. For example, one such vestibule school was organized in cooperation with a regional distributor of refrigeration and air conditioning equipment. Twenty young disabled men were trained after which 18 were placed by the distributor in local communities throughout his region. Similar courses have been organized in a number of other types of business establishments. Upon completion of the courses the individuals who are thus trained obtain employment either with the business establishment or in some similar line of work.

On the whole, it may be said that vocational rehabilitation service has contributed to the relief of unemployment in three ways: First, by increasing the

number of physically disabled given service and placed in employment; second, by demonstrating an improved technique of employment service—which technique is now being increasingly applied in other public employment services; and third, it has definitely shown that new methods of preparing the unemployed for return to employment are necessary and practicable.



**This lame Mexican woman was aided to revive an old handicraft, spinning. She is one of a number of physically handicapped Mexicans who were restored to carrying power by the vocational rehabilitation service in New Mexico. Spinning, weaving, carving and other native crafts gave them new hope and tourist money in their pocket-books.**





Vocational educators helped with Transient Camp courses

#### **FERA: Emergency Education Program**

**M**ORE than 50,000 unemployed teachers and other qualified persons on relief rolls have been given work through the Federal Emergency Relief Administration's education program. They have been engaged to: (1) Organize and operate emergency nursery schools (2) teach adults who cannot read or write, (3) instruct persons in need of vocational education, (4) aid persons in need of rehabilitation training, (5) instruct adults (largely from the ranks of the unemployed) who want general education, and (6) teach children in rural schools which otherwise would be forced to close. Two of these kinds of instruction—that for persons in need of vocational education and that for those in need of rehabilita-



tion training—gave the regular vocational education personnel an opportunity to cooperate.

At the last report, more than 5,000 unemployed teachers have been teaching vocational subjects, and about 500 more have been giving rehabilitation instruction.

During the past 2 years, two members of the staff of the Office of Education have been loaned to the FERA to direct the emergency education program, Dr. Lewis R. Alderman, chief of the adult education work, and C. F. Klinefelter, agent, industrial education service.

#### **Agricultural Adjustment Administration**

More than 3,000,000 farmers are taking part in the agricultural-adjustment programs, with some 4,000,000 cooperative production-control contracts outstanding. Each of these 4,000,000 contracts has meant for the individual farmer reorganization of his production activities, and development of a program for utilizing land and labor released under the contract—a program, it may be, for growing food for the family on the land released from a cash-income crop. The more than 5,000 agricultural teachers, servicing areas surrounding more than 5,000 communities in every section of the country, have cooperated extensively with individual farmers in effecting adjustment on their individual farms under these contracts. A few items summarizing reports bearing on cooperating in two important programs, namely, the cotton- and the wheat-control programs, may be cited by way of illustration. These reports show that the 800 white vocational agriculture teachers in cotton counties in the 1933 campaign traveled 634,000 miles, at an average cost per instructor of \$40, paid



out of their own pockets. They held 3,700 farmer meetings which were attended by 247,000 farmers, and contacted 164,000 farmers individually. Vocational teachers and students have made surveys under the production-control programs, participated in sign-up campaigns, assisted in farm-credit operations, and in the drought area helped farmers to make farm-management adjustments to meet feed-shortage and other drought problems. In all these activities they have worked in close cooperation with county agents of the Department of Agriculture extension services. State and local vocational programs have been based largely on cooperative service of this character.

#### **Subsistence Homesteads**

Cooperation with subsistence homestead projects may be illustrated by the record of services rendered by the director of the Minnesota vocational agriculture instructors, W. C. Wiegand, to the Austin Subsistence Homestead community. As reported by the State director of vocational education, Mr. Wiegand

# Shoulder to Shoulder

*with other*

## *Emergency Agencies*

AAA. FERA. CWA. NRA. FFCA. PWA. SEC. TVA. RFC. HOLC. CCC. FCOT. Batteries of initials trade mark the new social machinery for recovery and reform created by the Federal Government to meet the economic crisis. Vocational education has fought shoulder to shoulder with these new alphabetical agencies lending its strength and its personnel wherever it was needed. Following is a record of cooperation with new emergency agencies.



**A new start! Rural rehabilitation leans on vocational agriculture teachers**

organized a local committee of seven and served as secretary of Austin Subsistence Homestead, Inc., from its inception. This is the organization which purchased the plot of 216 acres of land, applied for a



subsistence homestead loan, interviewed the applicants, and engaged architects to make the necessary surveys. He made a complete soil survey of all available plots for this purpose. He made an outline of the plot sizes and drew up general plans for homestead plots. He prepared and recommended a list of fruits, vegetables, shrubs, shade trees, and other perennials to be supplied to each homesteader and to be included as part of the budget. He served on a special committee of three who interviewed and selected the 44 homesteaders. He worked with the local manager in locating driveways, walls, etc., on each homestead. He prepared working plans for homestead arrange-

ment and plantings. He assisted homesteaders in planning their cropping system for 1934. He is conducting evening classes in gardening, poultry raising, and subsistence farming for the 44 homesteaders each Monday evening from 7:30 to 9 o'clock. And finally he is serving as agriculture adviser to members of Austin Subsistence Homestead, Inc.

#### **Civilian Conservation Corps**

In January 1935, nearly 30,000 boys from CCC camps were regularly attending established schools at night in nearby towns. In many cases they were taking vocational courses and the local vocational education staff was providing the instruc-



tion. Reports roll into the Office of Education showing the variety of vocational education offered and eagerly sought. CCC boys are studying refrigeration, machine shop techniques, wood-working, carpentry, mechanical drawing,

gas engines, welding, electricity, and many other subjects in nearby high schools. Under able instructors they are learning trades and skills which will help them to obtain employment when their CCC "hitch" is up.

Educational advisers in the CCC have sent in demands for study outlines especially adapted to the needs of the boys in camps. As a result Commissioner Studebaker has appointed a committee of seven vocational education leaders to prepare teaching manuals and course outlines, which will be available to the camps. Following are subjects on which outlines have been prepared: Agriculture, forestry, auto repair, auto electricity, carpentry, elementary bridge construction, house wiring, masonry, mechanical drawing, concrete construction, photography, radio servicing, surveying, and cooking.

#### **Youth Problems**

To help solve the dilemma of youth, the Office of Education has set up a Youth Committee. This committee is working along three lines. First, it has prepared schedules by which communities can conduct surveys on the basis of which intelligent plans for youth can be made. Secondly, it is collecting information on promising attempts to solve the youth problem. This information will be made available to other communities. Thirdly,

the committee has prepared plans for a national community youth service. Members of both the research and vocational divisions of the Office of Education have worked on the Youth Problems Committee.



### Federal and State Employment Services

In the vocational rehabilitation of physically disabled unemployed workers, the fiscal year 1934 was marked by a development of far-reaching significance in the formulation of plans of cooperation, under the Wagner-Peyser Act, between Federal and State employment services on the one hand, and State rehabilitation departments on the other. Formulation of such plans of cooperation in the training and placement of physically disabled unemployed workers is made a condition of receiving Federal aid under the Wagner-Peyser Act.

## The Federal Board for Vocational Education

WITH the merger of the Federal Board for Vocational Education with the Office of Education on October 10, 1933, provision was made that the three citizen members of the Board should serve without compensation and that the functions of the Board would be advisory. Terms of the previous members having expired, President Roosevelt recently appointed three new members. Following is the membership of the Board as it is now constituted:

LINCOLN FILENE, of Massachusetts, for the unexpired term of 3 years from July 17, 1933, vice Edward T. Franks, term expired. (Representative of manufacturing and commercial interests.)

CLARENCE POE, of North Carolina, for the unexpired term of 3 years from July 17, 1934, vice W. Harry King, term expired. (Representative of agricultural interests.)

HENRY OHL, of Wisconsin, for the unexpired term of 3 years from July 17, 1935, vice Perry W. Reeves, term expired. (Representative of labor.)

#### Ex officio:

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Secretary of Agriculture, Henry A. Wallace.

Secretary of Commerce, Daniel C. Roper.

Commissioner of Education, John W. Studebaker.

# SCHOOL LIFE

## SUPPLEMENT

VOL. XXI



NO. 2

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[Continued from page 12]

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Steel Square and Its Use  
Stockfitting  
Stone Drafting  
Stonework  
Strawberry Production  
Strength of Materials  
Structural Drafting  
Structural Steel  
Sugar Cane Production  
Sugar Technology  
Sweet Potato Production  
Swine Management  
Switchboard Operation  
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Tailoring and Fitting  
Textile, Carpets and Rugs  
Textile Mathematics

Tile Setting  
Tobacco Production  
Tool and Die Making  
Toolmaking  
Topographical Mapping  
Topping (Hosiery)  
Tractor Care  
Trade Sewing  
Truck Crops  
Turkey Production  
Typesetting  
Understanding Adolescent Boys and Girls  
Understanding Human Nature  
Urinalysis and Laboratory  
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Wrought Iron  
Yarn Production  
Yard Drafting and Twist Calculating  
Year Round Garden



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# The Three Cooperators

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## Federal, State, and Local Governments Contributed Men and Money to Provide Vocational Education Adapted to Our National Needs

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**T**HE NATIONAL vocational program is a going co-operative Federal, State, and local program established in 1917. It is essentially a training-for-work program. In the past 5 years relief of unemployment has become a dominating aim of vocational education. In this program Federal, State, and local public authorities assume definite responsibilities.

### *What the Federal Government does:*

*Money:* The Federal Government appropriates funds to the States and Territories for the promotion of vocational education in agriculture, trades and industry, and homemaking, and for vocational rehabilitation of the physically disabled. For the year ending June 30, 1935, the appropriations for allotment to the States and Territories total \$11,482,000. Appropriations for this year, as for other years, have been made for expenditure jointly with State and local money under the provisions of the Smith-Hughes Act of 1917, and the Vocational Rehabilitation Act of 1920.

*Men:* The Federal vocational staff in the Office of Education functions as a central coordinating agency. In the present situation it is a clearing house for the collection and dissemination of information. To guide the States and local communities in adapting their vocational programs to meet local emergency needs for relief of unemployment, the staff is a central agency for rendering service and conducting research. The Federal vocational staff cooperates directly with State boards for vocational education and their staffs.

### *What the State or Territory does:*

*Money:* The State or Territory having voluntarily accepted the Federal acts, appropriates money for expenditure jointly with Federal and local money. For the last fiscal year the 48 States, Hawaii, and Puerto Rico contributed \$7,093,203 for expenditure under State plans for vocational education. In addition 45 States and local communities in these States contributed over \$1,000,000 for cooperation in vocational rehabilitation of disabled persons. The State functions administratively through a State or Territorial board for vocational education. These boards formulate State plans under which Federal, State, and local money is expended. They are the central State administrative authorities for promoting vocational education and rehabilitation services. Established vocational programs so administered in 1934 enrolled 1,119,140 boys and girls and adults of all ages in vocational classes and rehabilitation services administered by the State boards returned to employment 8,062 physically disabled dependent persons. Expenditures under State plans in 1934 totaled

\$28,188,417 (\$6,950,945 Federal and \$21,237,472 State and local money) for vocational education, and \$2,079,905 (\$915,659 Federal and \$1,164,246 State and local money) for vocational rehabilitation of physically disabled persons.

*Men:* In each State a State director of vocational education is generally responsible for administration of the policies formulated by the State board. He organizes and directs the State staff. In 1934 these staffs included some 555 State directors, supervisors, and teacher-trainers for vocational education, and 169 supervisors and case workers for vocational rehabilitation. In the present emergency the State director will be found serving on State committees organized for relief work. He may be State director of FERA education programs. In practically all States, he will be found to be cooperating actively with State agencies for dealing with unemployment. Similarly State supervisors of agricultural education, of trade and industrial education, of home economics education, of commercial education, and of vocational rehabilitation cooperate with State agencies for relief of unemployment in their several fields. They work with local vocational administrators and teachers in developing emergency programs, prepare and distribute teaching materials, serve on emergency committees for rural rehabilitation, agricultural adjustment, apprentice training, FERA adult education, relief, and welfare.

### *What the local community does:*

*Money:* The local community provides buildings and equipment for vocational schools, and appropriates money for the salaries of vocational teachers and local administrators of vocational programs. In the year ended June 30, 1934, the local communities provided a total of \$14,144,269 to be expended under State plans.

*Men:* In the war being waged against unemployment, occupational maladjustment, and dependency, the vocational teacher occupies the front-line trenches. He conducts vocational classes to prepare youth for entrance into useful employment. He organizes apprentice training for young workers. He works with individual unemployed adult wage earners to train them back into employment. He helps individual farmers to solve their difficult problems of agricultural adjustment. Also, the vocational teacher aids individual homemakers to enable them to safeguard home welfare under conditions of reduced family income. There are 13,186 teachers of vocational agriculture, trade and industry, and home economics in all day schools; 5,093 in part-time schools, and 8,677 in evening schools for adults. Vocational teachers are cooperating with every agency for relief of unemployment, occupational adjustment, rural rehabilitation, and home welfare. They have organized classes for the unemployed, established community work centers and for canning surplus food products for the needy, developed vocational programs for CCC camps; supervised community gardens, organized nursery schools, cooperated with subsistence homestead communities; and cooperated with the FERA in the organization of emergency adult education programs in the field of vocational education.

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# FACTS

*about*

## *Vocational Education*

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**T**HE NATIONAL program was initiated in 1917. The program is a cooperative Federal, State, and local program under public control.

The 48 States, Hawaii, Puerto Rico, and Alaska are voluntarily cooperating with the Federal Government in this program.

Enrollments in vocational classes operated under this program in 1934 exceeded 1,100,000 boys and girls and adult workers of all ages.

These enrollments included 488,000 boys and girls in full-time school attendance taking preparatory vocational training; 269,000 employed boys and girls in part-time vocational classes; and 370,000 adult wage earners, farmers, and homemakers in evening vocational courses.

More than 8,000 disabled persons were vocationally rehabilitated in 1934 and placed in self-sustaining employment, and more than 37,000 were in process of rehabilitation at the close of the fiscal year. Since initiation of the rehabilitation program in 1921 some 68,000 physically handicapped persons in 45 States have been rehabilitated and placed in employment.

State staffs in 1934 included 555 State directors, supervisors, and teacher trainers for vocational education, and 169 State supervisors and case workers for vocational rehabilitation. Vocational teaching staffs of local communities included 8,677 teachers of evening classes, 5,093 teachers of part-time classes, and 13,186 all-day school teachers. Vocational teacher-training institutions enrolled 15,962 pupils in teacher-training courses taught by 790 teachers.

In 1934 the National Government contributed \$6,950,945, State governments \$7,093,203, and local governments \$14,144,269 to this cooperative vocational education program, not including expenditures of State and local money for buildings and equipment; and in this year the National Government contributed \$915,659, and State and local governments \$1,164,246

to the cooperative program for vocational rehabilitation of the physically handicapped.

Acts under which Federal funds are appropriated to the States for vocational education and vocational rehabilitation include the basic vocational education (Smith-Hughes) Act of 1917; the basic vocational rehabilitation act of 1920, as extended and amended; the act of 1924 extending the benefits of these acts to Hawaii; the act of 1929 providing vocational rehabilitation for the District of Columbia; the act of 1931 extending the benefits of the basic acts to Puerto Rico; and the act of 1934 providing additional funds for vocational education.

### **Home of the Office of Education**

Until the completion of the new addition to the Department of the Interior Building the Office of Education occupies the Hurley-Wright Building, Eighteenth Street and Pennsylvania Avenue. Here are the offices of the vocational education and general education divisions. The first undertakes all activities for which the Federal Board for Vocational Education is responsible. The second undertakes the work of the Office of Education as it was constituted before the merger of the two governmental branches. Across the street in the Interstate Commerce Building is the Office of Education library, one of the largest in the world devoted to education.



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W. H. FUREY, supervisor.



# FOR A CLASS OF 500,000

The Vocational Education Division of the Office of Education, U. S. Department of the Interior, has prepared a *Manual and Outlines of Instruction for Use in the CCC Educational Program* during the next year.

Educators in general, as well as CCC Camp Educational Advisers for whom they were prepared, should be interested in seeing what Uncle Sam thinks 500,000 young men wishing to further their education could well study, and how the courses should be taught.

Copies of the *Manual* and the *15 Outlines of Instruction* are available, 10 cents each

## OUTLINES OF INSTRUCTION

Titles are as follows:

- |   |   |
|---|---|
| No. 1— <i>Agriculture</i>                       | No. 9— <i>House Wiring</i>                        |
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